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ABSTRACT

The practical experiences, or the professional laboratory program in teacher education, is the subject of this publication. Its intent is to serve colleges, universities, and schools as a guide in their development of a full range of laboratory experiences in an effort to assure more competent and committed teachers to improve the education of public school students. It is emphasized that teacher education is a cooperative venture among several agencies: schools of education, local schools and school systems, professional associations, state departments of education, and various community agencies. Professional laboratory experiences constitute an essential part of the preparation of teachers. These experiences include a planned program of observation with varying degrees of participation as early in the program as possible. Examples of participatory activities are observer, school service aide, instruction aide, tutor, monitor, and suitable roles in state and community service agencies such as good neighbor councils, community action groups, and social welfare agencies. The roles of the student teacher, college supervisor, state department of instruction, local board of education, superintendent, school principal, and cooperating teacher are described in their areas of involvement with this program. Suggestions are listed for cooperating teachers and team leaders. The organizational structure of the laboratory experience program is presented in brief narrative and chart form. (JD)

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Professional Laboratory Experiences in Teacher Education

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FOREWORD

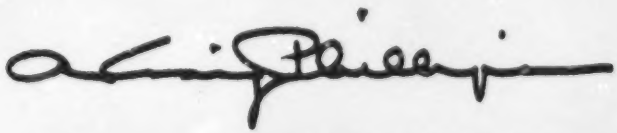
Improved instructional programs for school students is the ultimate goal of the teacher education programs in our colleges and universities. In pursuing this goal, the colleges and universities seek to graduate competent teachers through varied experiences, including both the theoretical and the practical. The practical experiences, or the professional laboratory program in teacher education, is the subject of this publication. Its intent is to serve colleges/universities and schools as a guide in their development of a full range of laboratory experiences in an effort to assure more competent and committed teachers to improve the education of our students.

Throughout the publication, it is emphasized that teacher education is a cooperative venture among several agencies: namely, colleges/universities, local schools and school systems, professional associations, state departments of education, and various community agencies. The necessity for this cooperation has become more apparent with the demise of the campus laboratory school and with the many student teachers, interns, aides, and tutors working for longer periods in the schools.

This cooperative venture has become necessary also because students in teacher education programs and teachers and administrators in service agree that professional laboratory experiences constitute some of the most important aspects in the education of teachers. These experiences help the prospective teachers put theory to practice, develop and test teaching styles, and learn how children and youth learn, think, live, and act; but perhaps of greatest importance is that these experiences give students in teacher education the opportunity to find out whether or not they can and really want to work with children and youth.

This publication is the result of the work over a two-year period of the State Committee on Student Teaching. Membership on the Committee included representatives from colleges and universities, school superintendents, principals, teachers, students, college students, professional associations, and the State Department of Public Instruction. While working on the publication, the Committee solicited feedback from all the administrative units and from all colleges and universities preparing teachers. Thus it reflects the thinking of many educators.

The school students of North Carolina are indebted to all who had a part in the development of this publication. Its significance will be evaluated by improved instructional programs for school students through stronger professional laboratory programs in teacher education.



State Superintendent of Public Instruction

Technological advancements and new patterns in social relationships have made a profound impact on education during the past decade. New directions in the society at large have both resulted from and contributed to changing emphases in the educational enterprise. This complex interactive process calls for new responses on the part of those who are involved in the preparation of teachers. Important shifts in thinking are emerging:

From emphasis on the cognitive aspects of teacher preparation to a demonstrated competence in performing the tasks of a teacher

From a single path of entry into the teaching profession to a multitrack entry

From a single pattern of assignment to teaching duties to a differentiation of assignment in terms of the nature of the tasks and the extent of the responsibilities

From a concept of preservice preparation for teaching to one of preparation beginning prior to teaching and continuing throughout the period of teaching service

From a program built on word descriptions of the learning process to a program of direct experience in real tasks as helpers in live situations

From an accent on producing large numbers of teachers to meet a shortage of teaching manpower to a realization that the competence and performance of the teachers produced will determine the quality of the educational system

From a near-reverent regard for the work of the teacher to a systematic accountability in education.

As a result of these changing conceptions, new patterns for preparing and assigning educational personnel have emerged. These patterns and practices range from the retraining of teacher trainers (the TTT Program) to a broadening of the base of the educational work force by the training and assignment of paid and volunteer paraprofessionals. While many of these programs are as yet embryonic, trends are sufficiently clear to state several imperatives for those who are charged with the design of programs for the preparation of educational staff:

Educational personnel must be geared to work with the entire spectrum of staffs of school systems and related agencies, such as community action programs and special state and federal programs. This requires knowledge of the roles filled by administrators, specialized workers, paraprofessionals, and professional teachers at varying levels of responsibility.

The extensive changes needed are too complex and far-reaching to be effected by any single agency acting alone. New partnerships at many levels are needed among federal and State personnel, colleges and universities, local education agencies, professional organizations, and educational personnel and students.

Attention must be focused on the performance of the individuals successfully completing the various programs for preparing educational personnel.

Trainees and inductees into the education profession must be received as co-workers and as members of the larger team of educational personnel. Assignments must be made in such a way as to give them direct experience in the meaningful work of the educational enterprise.

An innovative and flexible approach to the preparation of educational personnel must be kept constantly alive in order to avoid rigidity and obsolescence.

In an effort to live by these imperatives, innovative thinkers and practitioners have developed new programs and practices. Among those which show promise of meeting the demands of a changing educational scene are the following:

Developing performance criteria for entrance into programs of teacher education

Implementing performance criteria for induction into and advancement in the teaching profession

Relating the experiences included in programs of preparation directly to desired performance patterns in the participants

Providing direct experience in real learning situations beginning earlier in the program of preparation and continuing throughout the program

Assigning student teachers as members of instructional teams

Using diminutive and simulated learning experiences to gain early and continuing direct experience in learning situations and to gain instant feedback on performance (microteaching, the minicourse, closed circuit television, interaction analysis, and motion picture problem-solving episodes)

Using externship assignments as a means of broadening educational experience and hastening innovation

Devising cooperative supervision arrangements involving local school and college personnel, the pooling of college personnel, or appointments made jointly by colleges and local education agencies

Offering cooperative training programs involving paraprofessionals and the professional personnel with whom they will work

Implementing special programs for preparing educational personnel for the inner city and for working with disadvantaged students

Arranging "total immersion" inservice education experiences which allow a teacher to work in innovative situations long enough to master new techniques.

The new concept demands new arrangements, revised administrative structures, and new systems of control.

Definition and Purposes

Professional laboratory experiences constitute an essential part of the preparation of teachers and other school personnel. As discussed here, these experiences include all of a student's direct school and community relationships which are designed to contribute to the understandings and competencies needed to perform and function as a classroom teacher. Such experiences should include a planned program of observation with varying degrees of participation as early in the program as possible. Examples of participatory activities are observer, school service aide, instructional aide, tutor, monitor, and suitable roles in State and community service agencies (e.g., good neighbor councils, community action groups, and social welfare agencies).

Professional laboratory experiences must include participation in teaching activities over an extended period of time during which the student assumes responsibility for a group of pupils in an appropriate instructional situation. The total program of professional laboratory experiences is a joint, cooperative venture between higher education institutions and administrative units.

Specific goals of professional laboratory experiences are as follows:

To understand people from a wide variety of socio-economic and ethnic backgrounds

To develop techniques for dealing with learning variables

To afford opportunity to experiment with different teaching and learning techniques

To develop or further refine commitment to teaching

To provide the opportunity to become familiar with varied vertical and horizontal organizational patterns

To afford opportunity to develop *meaningful* relationships with students

To afford the opportunity to participate in the evaluation of the teaching-learning situation

To afford the opportunity to participate in diagnosing and meeting student needs

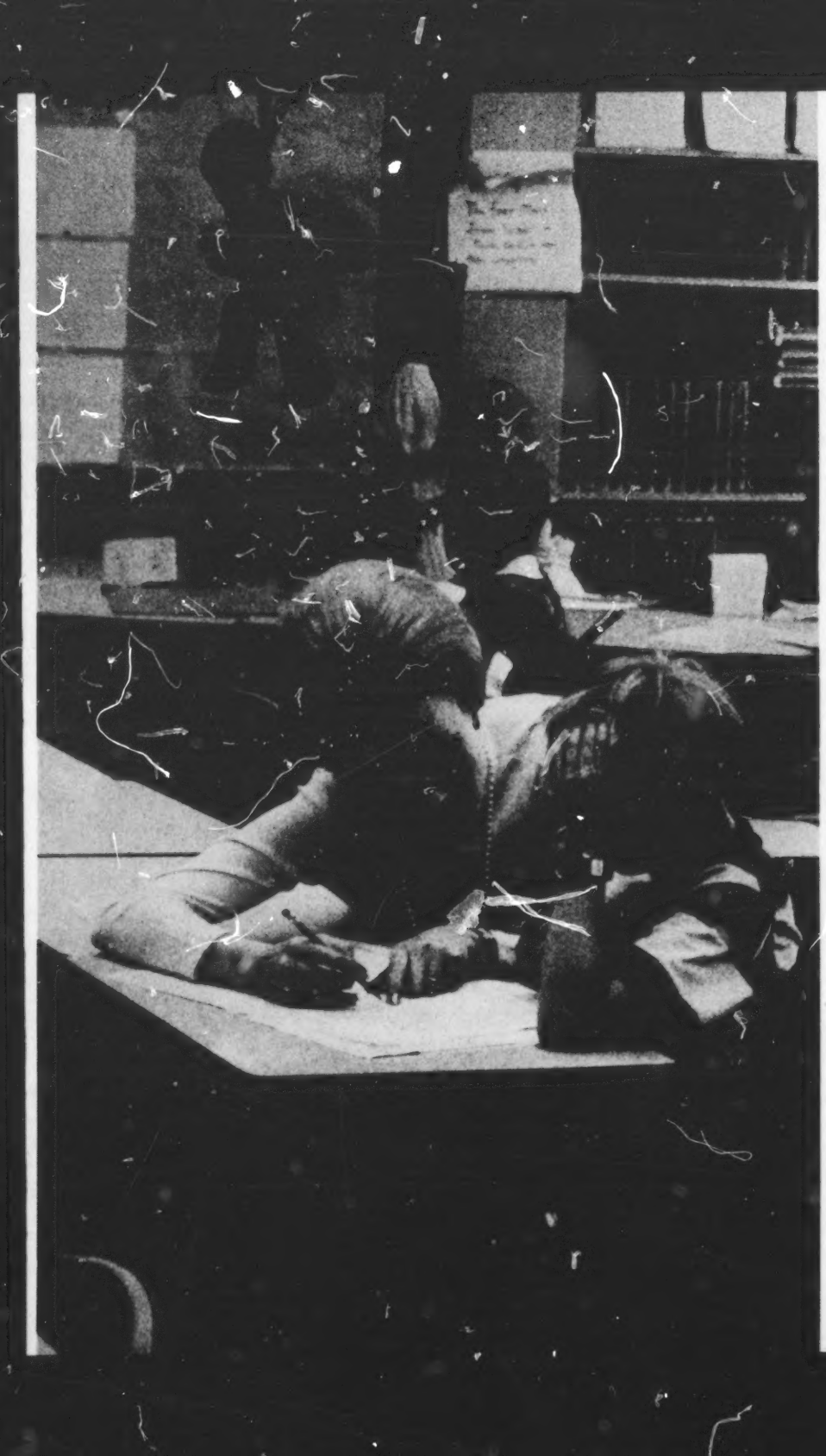
To identify areas in college students' backgrounds that need strengthening

To identify areas that need strengthening in the teacher education program.

Procedures

Performance of duties and acceptance of responsibilities by personnel involved at the various levels in the student teaching program can be successful only to the degree that cooperation is effective. The cooperative efforts should provide for selection of appropriate student teaching centers or schools and supervising teachers, assignment of student teachers to centers, orientation of student teachers, classroom observation and participation, and evaluation of student teachers.

In different teaching-learning situations the student teacher will assume a number of roles. He may be an observer, an aide, a student teacher, an intern, a resident teacher; and all of these roles might be on a paid basis.



Selection of Centers

In the selection of student teaching centers, the sequential steps below should be followed:

Initial requests for centers should always be made to the superintendent. While free and open communication among students, teachers, administrators, and higher education personnel is encouraged, communications for the selection of centers and assignment of student teachers should be directed through accepted administrative channels. Arrangements should never be initiated by staff members, nor should confirmation be offered or accepted, until the chief administrative officers responsible for assignment have reached agreement. Under no circumstances should college students be permitted to initiate communication with school personnel for the purpose of making their own student teaching arrangements.

The superintendent, in conference with the college coordinator, should determine the number of student teachers to be assigned to each school. *Subsequently, the superintendent, coordinator, and the principal should select the supervising teachers.*

The selected supervising teachers should be advised of their selection by their principal and then given opportunity to accept or reject the responsibility. Adequate time should be provided for the supervising teacher to make the necessary preparation for the arrival of the student teacher.

Each institution should be officially notified of the acceptance of student teachers by the superintendent. A regular form should be used and should be supplied to the schools by the college making the request.

People will probably continue to be prepared to teach through regular, though greatly modified, college or university programs. However it is anticipated that many promising new avenues will be developed and tested. New designs are already being tested, and still more proposals are being advanced for experimental and inventive arrangements. Among the approaches are team teaching, ungraded teaching, differentiated staffing, tutorial-clinical teaching, miniteaching, microteaching, and macroteaching.

Assignment of Student Teachers

The student, in consultation with his adviser, makes application for the student teaching experience not later than the semester prior to the one in which student teaching is to be done.

Application with data regarding readiness for student teaching, recommendations of student and adviser for experiences desired or needed, and recommendations for special consideration are submitted to the Director of Teacher Education, who processes the application.

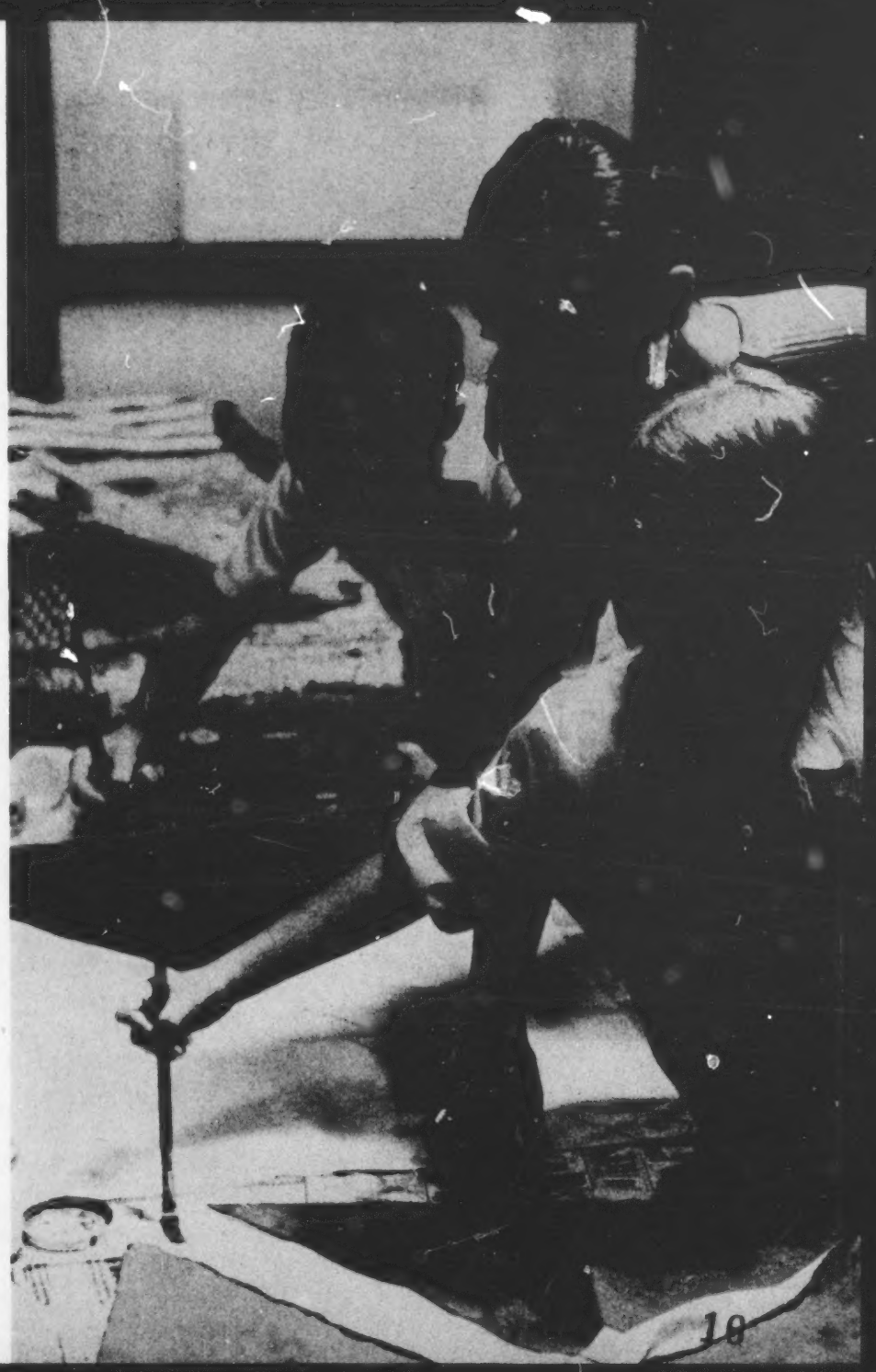
When all applications are processed, a list of all student teachers in each subject field or area is prepared and transferred to the College Coordinator of Student Teaching.

Each student teacher's specific assignment is determined in conference with the local superintendent or his designee as indicated on page 13.

The college coordinator notifies each student teacher of his teaching assignment, the dates on which his student teaching will begin and end, and other pertinent information.

Information is sent by the college coordinator to all cooperating teachers pointing out their responsibilities. Included is a data sheet indicating the personal, educational, and experiential background of the student teacher.

A conference of cooperating administrators, teachers, and college personnel is held for the purposes of (1) clarifying procedures, including plans for supervision and evaluation, (2) explaining the philosophy of teacher education underlying the program, (3) meeting the college supervisors, (4) discussing with supervisors the kinds of assistance most helpful to student teachers, and (5) arriving at agreement regarding ways of implementing the student teaching program in the light of any local problems that might exist.



Orientation of Student Teachers

The orientation of students for student teaching should begin well ahead of the student teaching experience. Such orientation should include educational class work, advising, and professional observation. Just before the student teachers are to report to their teaching assignments, a meeting of student teachers and college personnel should be held for the purposes of (1) confirming student teaching arrangements, (2) identifying responsibilities during the internship, (3) resolving transportation problems, (4) distributing appropriate materials, and (5) raising and resolving unanswered questions.

The student should be required to visit the cooperating school or center for at least a full day before student teaching begins, for such purposes as (1) meeting school officials and the cooperating teacher, (2) visiting the classes to which he will be assigned, (3) obtaining course outlines, class schedules, school regulations, textbooks, and materials, and (4) establishing a place of residence.

The orientation should be continued after the student teachers report to their assignments. The principal should have a meeting with student teachers assigned to his school. At this meeting, he should acquaint them with the community in which the school is located, as well as with the policies and procedures of the school.

Suggested Roles

Student Teacher

Student teaching is a joint enterprise. To insure that each person involved in the student teaching program is able to make a contribution to the growth of the student teacher, there must be a high level of understanding and cooperation among the participants, including the student teacher. The purpose of this section is to give expression to some of the specific responsibilities that should be shared by those involved in the student teaching experiences. The listing of responsibilities or roles as indicated is not necessarily complete in scope and detail.

The student teaching experience is designed to help the student teacher bridge the gap between the experience of being a student and that of being a teacher. Since the entire experience is focused on the student teacher, he has a special role to play in the process. Among the things expected of him are the following:

Placing school duties and responsibilities ahead of personal wishes and accepting all duties assigned him

Striving to exemplify the attitudes and actions of a teacher rather than those of a student

Conforming to school regulations and policies and to local standards of behavior

Reporting for all school appointments and duties on schedule

Planning all work and submitting plans to the cooperating teacher prior to the teaching of a class, or as requested

Safeguarding all personal and confidential information concerning his pupils and using it only for professional purposes

Refraining from making unfavorable remarks about his college program, the cooperating school, and the community, except to proper officials

Following the rules of basic courtesy toward school administrators, teachers, pupils, and members of the community

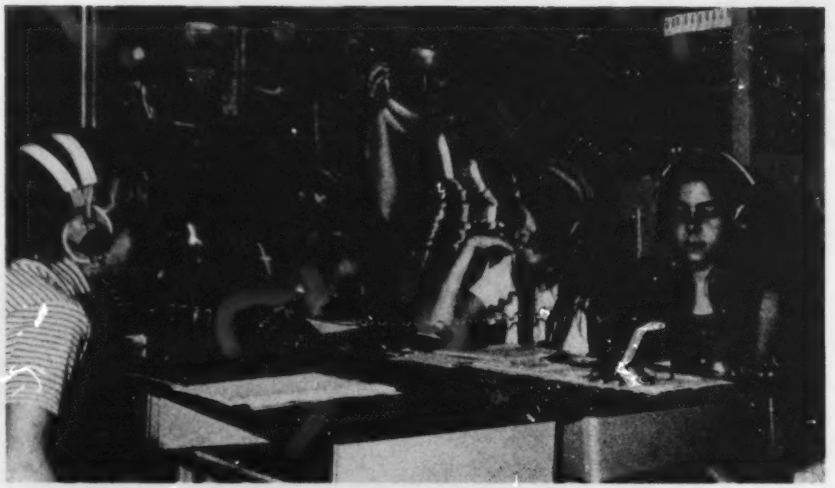
Having an appreciative attitude toward all services rendered in his behalf

Dressing appropriately and in keeping with faculty standards

Endeavoring continuously to discover and correct shortcomings

Avoiding all partiality and favoritism toward his pupils

Striving for personal and professional growth through continued study and effort.



Student Teaching Is

Learning about teaching; developing teaching techniques
Evaluating teaching progress
Diagnosing teaching difficulties; changing techniques
Teaming for better teaching
Teaching individuals
Teaching small groups
Teaching large groups
Learning about children and how they learn
Evaluating pupil progress
Diagnosing learning difficulties; prescribing remedial activities
Enriching children's experiences in academic subjects
Enriching children's experiences in the arts, music, and physical education
Conferring with teachers
Conferring with teacher aides and other teacher assistants
Conferring with principals and supervisors
Conferring with parents and community groups
Conferring with pupils
Having another adult in the classroom
Having another pair of helping hands in the classroom
Assisting in individualizing instruction
Interning

Student teaching is the most relevant experience in teacher education because it's where the action is—HELPING TO EDUCATE CHILDREN.

College Supervisor

The college supervisor of student teaching has the responsibility for marshaling and coordinating the resources of the college and the public schools for teacher education. If the resources of both the college and the public schools are to be utilized most effectively, there must be a thorough understanding of the unique role and contribution each can make in the education of teachers. Among the responsibilities of the college supervisor are the following:

Acquainting himself with the qualifications—personal, social, and educational—of the student teachers he is to supervise

Acquainting himself with the school programs and the instructional personnel of the schools in which he will supervise

Providing pertinent information concerning student teachers to the school principal and cooperating teachers

Acting as liaison person in acquainting the public school personnel with the nature and purposes, from the college point of view, of the student teaching program

Working with public school administrative and supervisory personnel in the selection of cooperating teachers and placement of student teachers with cooperating teachers

Providing the necessary orientation to prospective cooperating teachers concerning the responsibilities of supervision of student teachers

Conducting orientation and planning conferences for student teachers prior to the beginning of student teaching

Counseling with individual student teachers concerning personal and professional problems

Providing student teachers and public school supervising personnel with professional literature (handbooks, guides, etc.)

Participating with the student teacher, cooperating teacher, and principal in planning the individual student teacher's program and schedule

Visiting and observing in the cooperating schools and holding individual and joint conferences with student teachers and cooperating teachers

Helping the cooperating teacher guide the student teacher in interpreting experiences in light of sound educational theory and practice

Arranging for resource persons to assist with special instructional problems

Conducting final student teacher seminars or conferences to help student teachers to generalize from the student teaching experience and to project entry into the teaching profession

Collecting and interpreting all evaluative information and arriving at a final report or grade for student teachers

Assisting the teacher placement officer in the placement of the student teacher in a teaching position

Assisting the person administratively responsible for the student teaching program in providing inservice programs for cooperating teachers

Assisting in the continuous evaluation and revision of the student teaching program and instructional materials.

State Department of Public Instruction

The State, through the State Department of Public Instruction and the State Board of Education, should provide encouragement, a reasonable degree of regulation, and financial support for the student teaching program carried on in the State. These agencies should carry out such functions as the following:

Gathering information concerning the conduct of student teaching and disseminating it to appropriate groups, the institutions that prepare teachers, and the schools in which student teaching is carried out

Cooperating with colleges, universities, and public schools in the development of student teaching programs

Cooperating with the teacher education institution in furnishing necessary leadership, supervision, and coordination to the entire program

Certificating teachers who qualify and apply for the supervisor of student teacher's certificate

Participating in the evaluation of student teaching programs.

Local Board of Education

Helping to provide field experiences in connection with the preparation and certification of teachers is a responsibility that local boards share with institutions of higher education in North Carolina and the North Carolina State Board of Education through the State Department of Public Instruction. These cooperative efforts between the school unit and the institution should provide for selection of appropriate teacher education centers and cooperating teachers, assignment of students to centers, orientation of students, participation in the local educational program, and evaluation of field experiences and participating students.*

***It is suggested that local boards of education adopt a policy statement similar to the above and provide for role definitions of the persons integrally involved in the program as indicated on the pages which follow.**

The Superintendent of the Administrative Unit

The superintendent of schools sets the professional climate for his school system. Involvement in the field experience program is an opportunity for the superintendent to further the professional development of his staff, and to help improve the quality of teachers entering the profession.

Requests for student teaching centers shall be made to the superintendent of his designee.

The superintendent shall provide the opportunity for a teacher to accept or reject an invitation to take professional responsibility in the field experience program.

The superintendent, in cooperation with the appropriate representative of the institution of higher education and the local schools, shall determine the assignment of students to field experiences.

It shall be the responsibility of the superintendent to notify an institution of higher education as to the disposition of its request.

The School Principal or Student Teaching Center Director

The principal is the chief executive officer in the local public school. He gives direction and leadership to the instructional program, and his influence is reflected in the attitudes and interrelationships of staff members and students in his school. He is a key person in determining the success of the field experience program in the school for which he is responsible. The principal should be acquainted with meritorious trends in learning theory and endeavor to provide an atmosphere in which these trends can be implemented.

The principal is responsible for seeing that proper orientation is provided for the students from institutions of higher education, the school staff, pupils in the school, and other persons in the school community, in relation to any field experience.

The principal shall work directly with the supervisors of students from the institution of higher education and, where appropriate, shall work directly with the students for whom that supervisor is responsible.

The principal, upon request from the superintendent, shall help identify and make available field experience opportunities that can be provided through the resources of his school's instructional staff and educational program.

The principal shall insure that those teachers involved in field experiences have qualifications, assignments, supervision, and resources necessary for the successful implementation of those experiences.

Cooperating Teacher

A cooperating teacher is defined as any instructional staff member who has direct responsibility for a college or university student who has been assigned to the school system for a field experience. This responsibility may be held by one individual, or it may be shared by two or more staff members. (Shared responsibility usually exists where the field experience involves working with an instructional team.) A cooperating teacher is directly responsible to the principal of the school in which the field experience is provided. The primary responsibilities of the cooperating teacher include:

Providing orientation to the specific opportunities offered and responsibilities required by the field experience assignment. This orientation shall include facilitating appropriate acquaintance with the other staff members and with the school and community, and providing knowledge about (a) the school's policies, procedures, and philosophy, (b) the organization and administration of the instructional program, and (c) the specific pupils with whom the college or university student will work

Insuring that the college or university student experiences a breadth and depth of involvement commensurate with his ability and training, the nature of the assignment, the resources of the situation, and the welfare of pupils in the school system

Demonstrating a high quality of planning, organization, methodology, and professionalism

Promoting the professional growth of the college or university student through encouragement, understanding counsel and suggestion, delegation of teaching responsibilities, and continuous evaluation of the student's field experience activities

Working in close cooperation with the college or university supervisor.

Flexibility in the ways a teacher can be prepared will be fully explored. Experiments are currently under way which provide work-study training for teacher aides, which for able people with appropriate academic ability can be extended to include academic preparation, student teaching, and internship and can lead to a college degree and full professional status. A greater variety of roles for school personnel will be provided through the development of differentiated roles for professionals and for paraprofessionals. This arrangement will alter the traditional concept of student teaching and the induction process for teaching.

Suggestions for Cooperating Teachers and Team Leaders

Students begin student teaching with varying degrees of personal and professional readiness for assumption of the responsibilities involved. The cooperating teacher must determine the readiness of the student teacher to assume teaching responsibilities. Skill in determining readiness and providing for growth can greatly enhance the effectiveness of the cooperating teacher's work with student teachers. This section presents suggestions by which cooperating teachers may effectively assist student teachers in becoming competent professionals.

1. Help the student teacher develop a professional attitude toward all roles of the teacher.

   A prospective teacher who is treated like a professional is more apt to behave like a professional.

   Introduce the student teacher to colleagues, parents, and students as another teacher who is going to work with the pupils during this period of time.

2. Help the student teacher maintain a wholesome self-image, fully aware of his strengths and weaknesses.

   Encourage pupils to display courtesy, cooperation, and appreciation toward their student teacher.

   Observe and review the strengths and weaknesses of the student teacher, never just the weaknesses.

   Encourage the student teacher to develop his own style of teaching rather than imposing your own upon him.

3. Develop a classroom atmosphere that will encourage acceptance of the student teacher as a co-worker.

   Arrange informal opportunities to get to know the student teacher and to be known by him.

   Maintain an open mind toward the student teacher's suggestions and act on those which appear to be promising.

   Develop a good working relationship with the student teacher.

4. Plan carefully for the gradual growth of the student teacher.

   Give the student teacher increased reponsibilities as readiness to accept them is demonstrated.

   Demonstrate procedures and methods to increase skill in teaching, and to show the many roles of the teacher.

   Support the student teacher in his efforts to solve teaching, professional, and related personal problems.

   Utilize the student teacher's background experiences for the enrichment of the teaching-learning activities.

5. Help the student teacher develop positive, constructive approaches to pupil discipline.

   Utilize a variety of methods and materials (such as discovery, individualized instruction, and multiple textbooks) to meet the individual needs of students.

   Respect the personality of the pupil. Employ a procedure that is friendly and informal, but businesslike. Treat every pupil with the same degree of fairness, impartiality, and considerateness.

   Plan effectively all matters of routine management.

   Give pupils a part in planning and appraisal.

6. Help the student teacher recognize evaluation as the chief means of professional growth and improvement.

   Establish good rapport with the student teacher. Gain his confidence and respect; criticize with empathy; let him know that you have made mistakes and are still trying to learn.

   Emphasize strengths and successes during the early phase of student teaching.

   Be honest and frank, and never leave the student teacher in doubt as to how he is getting along.

   Progress reports and records can be used advantageously; trusting your memory for details is dangerous.

   Make evaluation comprehensive; do not let a single factor (such as personality, effort, or scholastic record) overly influence your final judgment.

   Treat evaluation of the student teacher cooperatively. All who share in directing his experiences should contribute to the evaluation.

7. Help the student teacher to gain confidence in teacher-parent conferences through participation in such conferences.

The need for experience in the study and trial of teaching will continue in any future course that teacher training might take. It is generally recognized that developing teaching style and perfecting teacher performance will always be necessary ingredients in the teacher education process. All indications point to increased emphasis in these respects.

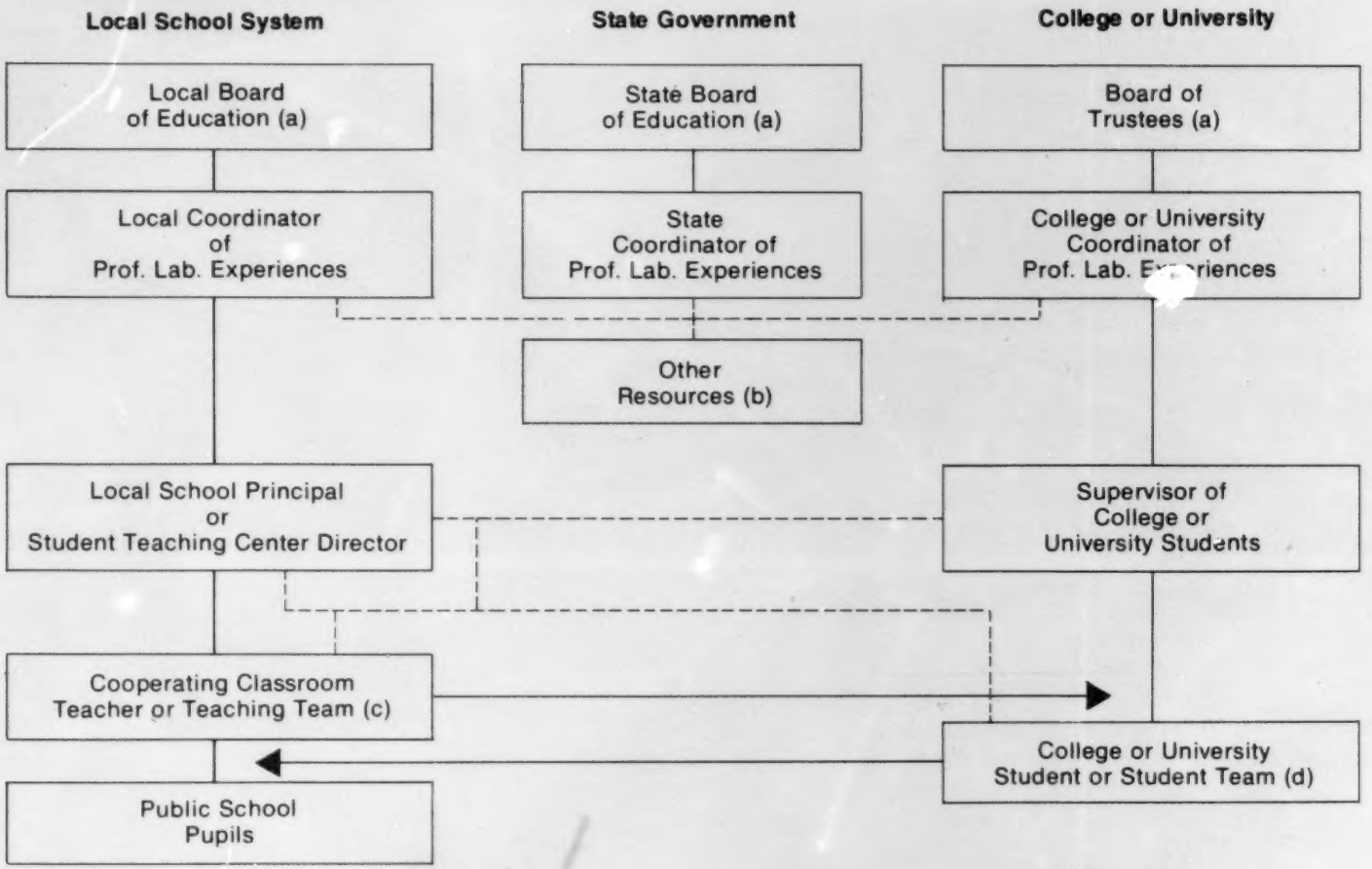
Organization

The program of professional laboratory experiences should be a cooperative endeavor involving all institutions that prepare teachers, the State Department of Public Instruction, the State Board of Education, and public school systems. Communication among these agencies should be maintained at all times, since each has significant contributions to make in the effective development of programs for prospective teachers. This communication includes free exchange of ideas, periodic visitations, cooperative planning, and cooperative evaluation of student teaching programs. The successful operation of programs is dependent upon a clear understanding of the shared responsibility and the obligation of the agencies involved. Continuous and well-channeled communication among the agencies is essential for this understanding.

Through leadership, coordination, and supervision, the teacher education institution should provide direction for the program of professional laboratory experiences. At the public school level, coordination, advisement, supervision, and participation must be provided as various professional people work with prospective teachers. The State, through the State Department of Public Instruction and the State Board of Education, should (1) encourage public school officials in desirable centers to participate in teacher education programs, (2) promote continuous improvement in curricula and teaching staffs of public schools used as teacher education centers, and (3) cooperate with institutions in securing opportunities for teacher education centers.

The achievement of a new concept of student teaching and better quality in field experiences will be enhanced as the central participants (colleges and universities, schools, and state departments) work together in a concerted effort to bring about needed improvements. A new order in student teaching is imperative if quality is to prevail.

Organizational Structure for Professional Laboratory Experiences in Teacher Education


Local School System
State Government
College or University
Local Board of Education (a)
State Board of Education (a)
Board of Trustees (a)
Local Coordinator of Prof. Lab. Experiences
State Coordinator of Prof. Lab. Experiences
College or University Coordinator of Prof. Lab. Experiences
Other Resources (b)
Local School Principal or Student Teaching Center Director
Supervisor of College or University Students
Cooperating Classroom Teacher or Teaching Team (c)
College or University Student or Student Team (d)
Public School Pupils

(a) Authority delegated, through appropriate administrative officials, to person responsible for coordination of professional laboratory experiences.
(b) Community agencies, professional associations, etc.

- - - - - -: Cooperative and consultative relationship

———: Line of administrative authority

(c) Teachers share college or university supervisor's authority to extent delegated.
(d) College or university students share teachers' authority to extent delegated.

APPENDICES

APPENDIX A— Excerpt From Publication Number 453, Department of Public Instruction

APPENDIX B— Excerpts from the General Statutes of North Carolina relating to the Legal Status of Student Teaching (Ratified May 28, 1969 by the General Assembly of North Carolina)

APPENDIX C— Excerpts from the Report of the Governor's Study Commission on the Public School System of North Carolina

Appendix A—Excerpt from Publication Number 453, Department of Public Instruction

Standard V—Professional Laboratory Experiences

Professional laboratory experiences constitute an essential part of the preparation of teachers and other school personnel. As discussed here, these experiences include all of a student's direct school and community relationships which are designed to contribute to the understandings and competencies needed to perform and function as a classroom teacher. Such experiences should include a planned program of observation with varying degrees of participation as early in the program as possible. Examples of participatory activities are: observer, school service aide, instructional aide, tutor, monitor, and suitable roles in State and community service agencies (e.g., good neighbor councils, community action groups, and social welfare agencies).

Professional laboratory experiences must include participation in teaching activities over an extended period of time during which the student assumes responsibility for a group of pupils in an appropriate instructional situation. The total program of professional laboratory experiences is a joint, cooperative venture between higher education institutions and administrative units . . . .

An approved program of teacher education shall:

1. Include a statement of purposes and objectives of the program of professional laboratory experiences.
2. Be jointly planned by the institution and appropriate school administrative units.
3. Provide an organization for the administration and supervision of professional laboratory experiences. Such organization must include an official responsible for coordinating the program.
4. Provide, beginning as early as possible in the student's program of teacher education, for directed observation and participation in classroom teaching situations involving one or more local administrative units. A student's professional experiences must include acquaintance with the full range of the responsibilities of a teacher and must involve an extended period of continuous full-time experience in the area or areas in which the applicant wishes certification.
5. Have written criteria for determining admission to student teaching.
6. Develop in cooperation with local administrative units: (a) criteria designed to select as off-campus cooperating schools or centers those schools that best meet the needs of the teacher education program, and (b) criteria for the selection of cooperating teachers who will provide a student with high quality teacher preparation experiences and guidance.
7. Provide for the orientation of all supervisory personnel connected with professional laboratory experiences in cooperating schools.
8. Provide for adequate supervision, by both the cooperating school unit and the college or university, of all students involved in professional laboratory experiences.
9. Provide for cooperation of school administrative units and colleges or universities involved in professional laboratory experiences, in the evaluation of both the student teaching experience and the total program of professional laboratory experiences.

NOTE: The institution, at its discretion, may recognize successful teaching experience in a public or State-approved non-public school in lieu of student teaching.

Appendix B—Excerpts from the General Statutes of North Carolina Relating to the Legal Status of Student Teaching

An act by the 1969 General Assembly added a new Article 18B to Chapter 115 of the General Statutes to define the legal status of the student teacher in the public schools and to amend G. S. 115-146 to grant student teachers lawful authority when they are given responsibility for some part of the school program.

Whereas, the program of teacher preparation in North Carolina is designed to promote the continued development and improvement of teachers; and

Whereas, student teaching is recognized as a significant part of the total preparation; Now, therefore,

The General Assembly of North Carolina do enact:

Section 1. A new article, to be designated as Article 18B and entitled "Student Teachers," shall be inserted in Chapter 115 of the General Statutes immediately after Article 18 and shall read as follows:

"18B. Student Teachers."

"Sec. 115-160.5. *Student Teacher and Student Teaching Defined.* A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is *jointly assigned* by that institution and a county or city board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

Student teaching may include those *duties granted to a teacher by G. S. 115-146* and any other part of the school program for which either the supervising teacher or the principal is responsible.

"Sec. 115-160.6. *Legal Protection.* A student teacher under the supervision of a certified teacher or principal shall have the *protection of the laws* accorded the certified teacher.

"Sec. 115-160.7. *Assignment of Duties.* It shall be the responsibility of a *supervising teacher,* in cooperation with the principal and the representative of the teacher preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

"Sec. 2. G. S. 115-146 is hereby amended by inserting in line 2 immediately following the word "teachers" the following:

" including student teachers when given authority over some part of the school program by the principal or supervising teacher,"

"Sec. 3. G. S. 115-146 is hereby amended by rewriting the first sentence of the second paragraph as follows:

"Principals, teachers, and student teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order."

"Sec. 4. All laws and clauses of laws in conflict with the provisions of this Act are hereby repealed.

"Sec. 5. This Act shall be in full force and effect upon its ratification.

(NOTE: The above act was ratified on May 28, 1969.)

Appendix C—Excerpts from the Report of the Governor's Study Commission on the Public School System of North Carolina

"A Child Well Taught"

On personnel for public schools, the Commission recommended:

That the concept of team teaching be encouraged in North Carolina schools at all levels.

That, in order to utilize the competencies of teachers and other institutional staff members more fully, to remunerate them accordingly, and to increase the supply of efficient instructional personnel, the staff be differentiated such as the following:

Aides. This category would include interested high school seniors, persons in the community who possess special competencies, and college students in training programs. Responsibilities, hours, and salary can be flexible.

Educational Technologists. This category would also remain flexible as to training required, duties performed, and remuneration received. The position of technologist probably would require new or refresher training.

Teacher Interns. These persons would be those completing the undergraduate college program who have not completed the student teaching program and/or have not fulfilled other professional requirements.

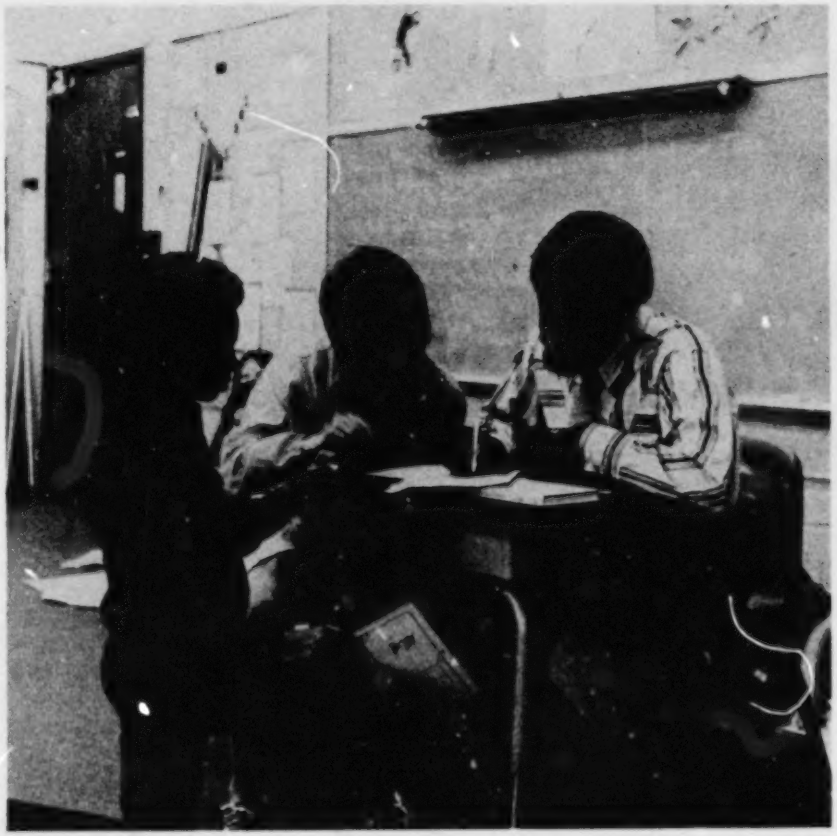
Probationary Teachers. This classification is for persons who have completed four years of college, but have not completed the requirements for teacher certification.

Provisional Teachers. These persons would be those who have met the requirements for job entry at the class A certificate level with an allowance of three years to obtain professional status. (This would be a trial period to determine whether or not they are to become professional teachers.)

Professional Teachers. This would be the lowest level of professional certification, based on completion of the requirements now designated for the class A certificate, plus three years of successful completion of provisional requirements.

Senior Professional Teachers. This level would be based upon the requirements equivalent to class G or graduate certificate.

Instructional Specialists. These persons would comprise about 10 percent of the total teaching force, drawn from the Professional and Senior Professional ranks on the basis of professional and leadership abilities.



The establishment of several models of teaching, the development of new career patterns in teaching, and differentiation of teacher roles will greatly influence the role of the student teacher. They may involve: (a) extending the period of time during which a prospective teacher studies teaching, (b) bringing university and school personnel together more closely in a collaborative effort in teacher education, (c) bringing about a better synthesis of the various phases of the preparation program (general education, teaching field, and professional education).

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